

SECOND BIENNIAL REPORT

OF THE

TRUSTEES

OF THE

Washington School for Defective Youth

TO THE

LEGISLATIVE ASSEMBLY OF THE STATE OF WASHINGTON.

March 3, 1890 Report Adopted; 300 Copies Ordered Printed.

OLYMPIA, WASH.:
THE STATE PRINTING AND PUBLISHING CO.
1890.

REPORT OF COMMITTEE ON WASHINGTON SCHOOL FOR DEFECTIVE YOUTH.

MR. SPEAKER: Your Committee on Washington School for Defective Youth, to whom was referred the second biennial report of the trustees of said school, have thoroughly examined the same, and find it to be both concise and complete. First in the report appears a short statement by the trustees, setting forth in as brief a manner as possible the origin, location, general history and present condition of the institution. Following this is an estimate of the amount necessary to finish the building and fence and beautify the grounds. After this comes suggestions on compulsory education of defective youth, the statement closing with a recommendation that 500 copies of the report, as submitted to the governor, be printed. Following the statement of the trustees is a complete itemized account of the receipts and expenditures of the institution for the past two years. Lastly comes the report of the director of the school to the board of trustees. This contains a full account of the internal workings of the institution, and comprises number of pupils, number of teachers, sex, name and post-office address of each pupil before entering school, manner of teaching, and the progress of the pupils in their studies, as well as their physical conditions; to which is added a brief history of the origin and progress of deaf mute education, as well as many valuable suggestions touching the welfare of the school. As the report contains matter of great value, your committee earnestly recommend that 300 copies be printed and bound in pamphlet form.

Respectfully submitted,

H. BLAIR, *Chairman Committee.*

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REPORT.

To His Excellency Elisha P. Ferry, Governor of the State of Washington:

SIR: The trustees of the Washington School for Defective Youth respectfully submit the following report, showing the past work, present condition, future prospects and needs of the institution:

NUMBER OF PUPILS.

There are now thirty-one pupils in the school, and about a score of others known to us, who ought to be receiving the benefits of the institution, besides quite a number of feeble-minded children, in different parts of the state, for whose benefit provision should be made.

CARE AND CONDITION OF THE PUPILS.

The director, Prof. James Watson, an instructor of long experience and marked success, and his assistants, leave no means untried to secure the welfare and happiness of the unfortunate children under their charge. The food furnished to the pupils is wholesome, well prepared and abundant. The children are neatly attired, their rooms are models of cleanliness and the bath-tubs are freely used. The fine weather of the present autumn has afforded ample opportunity for outdoor exercise and recreation upon the beautiful and extensive campus. As a result of the foregoing condition of affairs, the pupils are both healthy and happy.

This institution is an attractive home to the children, as well as a school wherein a large percentage of the pupils have made remarkable progress in their studies, considering the disabilities under which they labor. The mental drill and education given to them is most thorough in its character. The moral and religious elements of education are not

neglected. The principles of unsectarian christianity and pure morality are inculcated by weekly lectures.

LOCATION OF THE INSTITUTION.

Much credit is due to the citizens of Vancouver for the free donation of grounds to the state for the use of this home and school for defective youth. The original tract of one hundred acres of land donated to the territory of Washington for the purposes and uses of this institution was located out of sight of the great body of the traveling world as well as too distant from the city of Vancouver to command the attention and secure the hearty sympathy of the citizens. With the consent of the last territorial legislature, the original site was exchanged for a tract of seventeen acres, beautifully situated on the plateau overlooking the Columbia river, with a fine view of the Portland heights, of the Cascade mountains, including the snow-crowned summits of Mounts Hood and Jefferson: also a fine view of the steamers daily plowing the bosom of the noble Columbia river. Such scenery cannot fail to compensate, in some small measure, for the want of ability to hear and to speak, though it must forever remain an unknown vision to those whose eyes are covered by the black veil of blindness which bars out the most beautiful scenery from their minds.

BUILDING.

The last legislature of Washington Territory, with commendable liberality, granted thirty thousand dollars (\$30,000), and authorized the governor to appoint a commission, none of whom were members of this board of trustees, to erect a building suitable for the purposes of this school for defective youth, upon the splendid site above described. A plan for a beautiful and commodious building was adopted, and the money expended in putting the house in its present condition.

The outer walls of the main building have been erected and sufficient of the interior finished to accommodate the pupils who are now receiving the benefits of the institution. But there are others claiming admission, and the rooms to

accommodate them are not finished. New furniture is much needed. A system of heating, free from all danger of fire, should be adopted and put into practical existence. School books, maps and apparatus for teaching are lacking. Out-houses should be erected. The grounds should be fenced and laid out in a proper manner, and ornamental trees planted under the supervision of a competent landscape gardener.

The school opened in the new building on the twenty-ninth of August last.

EXPENSES.

Careful estimates of expenses necessary to be met by the state, in the proper conducting of this institution, result in the following figures:

Current expenses from the first day of April, eighteen hundred and ninety, to the first day of April, eighteen hundred and ninety-one....	\$12,000
Cost of outhouses, school-room appliances, water, furniture, heating system, fencing and ornamenting grounds.....	10,000
Finishing the building according to the plans adopted by the board of building commissioners, (estimated).....	40,000
Total.....	\$62,000

FEEBLE-MINDED YOUTH.

The feeble-minded children require treatment and training so entirely different from that needed by the deaf and dumb and the blind youth, that they ought to be in separate buildings. We suggest, on the grounds of economy, that a plain brick house be erected on grounds which can now be secured at reasonable expense and within easy reach of the existing building, so as to be under the immediate and daily supervision of the director of this institution. This plan would carry out the spirit of the law and give to the feeble-minded children that separate care and attention which their unfortunate condition demands. The expense of securing the necessary grounds and erecting a suitable building or buildings, as a beginning, ought not to be above twenty thousand dollars (\$20,000). The duty of properly providing for this class of unfortunates should be promptly met by the new state of Washington.

COMPULSORY EDUCATION.

We suggest that all deaf, mute, blind and feeble-minded children, between the ages of seven and twenty-one years, should be compelled to attend this or some other like institution.

CONCLUSION.

Appended hereto are the last two annual reports of Professor James Watson, director of this institution. In these reports will be found full details concerning the internal management of the school, as well as many valuable suggestions.

We recommend that they be printed as part of this report, and that five hundred copies be published for circulation among like institutions in other states and foreign countries, which send their reports to us, and also for distribution among the officials, parents and guardians of pupils, and other citizens of the state, at the discretion of the director.

You will also find appended hereunto a full and detailed statement of all moneys expended in the maintenance of this institution since its organization.

Respectfully submitted,

RANDOLPH SMITH,

LOUIS SOHNS,

JOHN R. THOMPSON,

F. J. PARKER,

W. A. REYNOLDS,

Board of Trustees of Washington School for Defective Youth.

JAS. WATSON,

Secretary.

EXHIBIT "A."

RECEIPTS.

1886.		
April 8.	To territorial warrant.....	\$833 33
July 5.	To territorial warrant.....	833 33
July 5.	To rebate on railroad fare.....	7 00
October 21.	To territorial warrant	833 33
1887.		
January 4.	To territorial warrant.....	833 33
April.	To territorial warrant.....	833 33
July.	To territorial warrant, Mr. Sohns.....	833 33
October.	To territorial warrant.....	833 33
October.	To Moore fund.....	100 00
October.	To interest on Moore fund.....	2 50
September 27.	To Ladies' Guild of Episcopal Church, returned into treasury from W. D. McFarland, from Omaha, Neb.....	25 00
September 27.	To John Bluerock, coin.....	25 00
1888.		
January 3.	To territorial warrant.....	833 33
April 4.	To territorial warrant.....	833 33
July 2.	To territorial warrant.....	1,800 00
July 7.	To John Bluerock, coin.....	18 00
October 6.	To territorial warrant.....	1,400 00
1889.		
January 8.	To territorial warrant	1,400 00
April 4.	To territorial warrant.....	1,400 00
Total.....		\$13,677 47

DISBURSEMENTS.

No. of
Voucher.

1886.		
1	J. W. Viant, provisions, December 26, 1885, to January 14, 1886.....	\$8 70
2	E. Van N. Young, matron, services, January.....	25 00
3	Annie Bullock, cook, services, January.....	15 00
4	Chilberg & McReady, supplies, January and February.....	11 55
5	J. F. Miller, supplies, January and February.....	1 87½
6	L. D. Ellis, supplies, January and February.....	2 75
7	L. Waters, supplies, January and February.....	5 95
8	W. D. McFarland, supplies, January and February.....	29 26
9	J. S. Baker & Co., supplies, January and February.....	221 93
10	J. D. Darling, supplies, January and February.....	30 71
11	W. G. McHaffey, supplies, January and February.....	17 62½
12	W. D. McFarland, furniture, etc., October, 1885.....	325 00
13	L. D. Ellis, supplies, February.....	2 75
14	J. D. Darling, supplies, March.....	13 45
15	W. G. McHaffey, supplies, March.....	8 62½
16	W. D. McFarland, transportation, March.....	35 00
17	James Hare, services, March.....	1 50
18	G. H. Daniels, services, March.....	1 70
19	G. H. Daniels, services and materials, March.....	6 05
20	W. C. Hazard & Co., supplies, March.....	95

DISBURSEMENTS—CONTINUED.

No. of
Voucher,
1886.

21	G. H. Daniels, supplies, March.....	82 00
22	E. Van N. Young, matron, services, February to May.....	100 00
23	Annie Bullock, cook, services, February to April.....	40 00
24	W. D. McFarland, director, services, January to June 30 ..	259 00
25	Clarke County Register, services, March	9 75
26	Albert Bateman, services, April.....	3 25
27	Munson and Misner, medical, February to March, Tacoma ..	8 00
28	D. F. Fecker, supplies, April.....	1 50
29	D. W. McIntosh, M. D., services, April.....	8 00
30	C. W. Sleemma, supplies, May.....	16 95
31	W. H. Brewster, supplies, May.....	4 90
32	Sohns & Schule, supplies, May	10 00
33	A. M. Brown, services and supplies, May.....	29 00
34	Harmer & Bluerock, butchers' supplies, March and May ..	33 77
35	Harmer & Bluerock, supplies, May to March, milk	30 60
36	John H. Moore, services, May to March, rent	10 00
37	James Mathews, services, May	5 10
38	W. D. McFarland, supplies, May.....	12 00
39	W. C. Harvey, services, June.....	1 00
40	James Mathews, services, June	1 00
41	John H. Moore, services, 15th of May to June, rent.....	10 00
42	W. D. McFarland, services to June 4, 1889, insurance	10 50
43	O. F. Fecker, supplies, June.....	5 00
44	Clarke County Register, services, June, printing.....	21 00
45	Seth Barrett, services, June.....	10 00
46	C. W. Sleemma, supplies, June	12 27
47	G. H. Young, supplies, June.....	3 50
48	Dr. J. R. Smith (from Sec. Owings), copy of law.....	7 50
49	J. J. Beeson, services, June, printing	25 00
50	R. F. Radelaugh, services, June, printing (Tacoma)	31 00
51	J. D. Geoghegan, supplies, August	58 56
52	Crawford, Marshall & Co., supplies, August	5 72
53	C. N. Briggs, supplies, July, horse	90 00
54	J. J. Wintler, supplies, July, harness.....	16 75
55	Gridley & Whitney, supplies, July, wagon.....	106 80
56	J. C. Proebstel, supplies, August, cow.....	40 00
57	G. H. Daniels, supplies, August.....	12 15
58	Henry Christ, supplies, August.....	3 00
59	Bluerock & Sons, supplies, August.....	6 82 ¹ / ₂
60	G. H. Young, supplies, August.....	2 80
61	Walla Walla Statesman, services, July	31 00
62	G. Shindler & Co., supplies, August.....	12 00
63	G. Shindler & Co., supplies, September	7 00
64	G. Shindler & Co., supplies, September	15 00
65	E. Van N. Young, matron, services, August and September ..	50 00
66	George Layton, teacher, services, September	59 00
67	Huldah Kramer, services, August and September.....	25 00
68	W. D. McFarland, director, services, July to September ..	225 00
69	Elizabeth Early, teacher, services, September.....	22 25
70	G. H. Daniels, supplies, August and September	15 15
71	J. J. Healy, supplies, October.....	2 20
72	Sarah Mathews, services, October.....	12 00
73	G. Shindler & Co., supplies, October.....	7 50
74	G. Shindler & Co., supplies, October.....	22 50
75	Crawford, Marshall & Co., supplies, August to November ..	80 16
76	Gridley & Whitney, supplies, August to November.....	20 50
77	G. H. Daniels, supplies, August to November.....	19 20

DISBURSEMENTS—CONTINUED.

No. of Voucher.		
1886.		
78	J. D. Geoghegan, supplies, August to November.....	\$106 54
79	Conlter & Burt, supplies, August to November.....	4 11
80	J. W. Padden, supplies, August to November.....	5 00
81	A. S. Moore, supplies, August to November.....	51 93
82	Bluerock & Sons, supplies, August to November.....	83 39
83	C. W. Slocum, supplies, August to November.....	80 55
84	Sarah Mathews, services, November.....	6 55
85	E. Van N. Young, matron, services, October to December...	75 00
86	E. Early, teacher, services, October to December.....	66 75
87	George Layton, teacher, services, October to December.....	150 00
88	Sarah Mathews, services, December.....	20 00
89	W. D. McFarland, director, services, December.....	225 00
90	Henry Christ, supplies, August to December.....	47 75
91	J. Westhoff, cook, services, December.....	20 00
92	J. D. Curtin, services, October 27.....	9 00
93	W. W. Proebstel, supplies, March.....	20 00
94	G. Shindler & Co., supplies, November.....	14 00
95	G. Shindler & Co., supplies, November.....	7 00
96	A. S. Moore, supplies to February, 1887.....	55 49
97	C. W. Slocum, supplies, February, 1887.....	22 94
98	J. D. Geoghegan, supplies, Nov., 1886, to Feb., 1887.....	123 76
99	Henry Christ, supplies, December, 1886, to February, 1887...	39 75
100	Bluerock & Sons, meat supplies, Nov., 1886, to Feb., 1887.....	118 36
101	G. H. Daniels, services and supplies, February, 1887.....	18 85
102	Crawford, Marshall & Co., supplies, March 1886, to Feb., 1887	69 62
1887.		
103	E. Van N. Young, matron, services, January to March.....	75 00
104	E. Early, teacher, services, January to March.....	66 75
105	J. Westhoff, cook, services, January to March.....	60 00
106	George Layton, teacher, services, January to March.....	150 00
107	W. D. McFarland, director, services, January to March.....	225 00
108	John Jaggy, for rent, August, 1886, to February.....	120 00
109	G. Daniels, services and material, February, water supply..	109 73
110	A. S. Moore, supplies, February to April.....	12 74
111	E. Van N. Young, services, April and May.....	50 00
112	Elizabeth Early, services, April and May.....	41 50
113	J. Westhoff, services, April to June.....	60 00
114	W. D. McFarland, services, April to June.....	225 00
115	Mark Dillon, services, May 25.....	3 50
116	Henry Christ, supplies, February to May.....	39 50
117	J. D. Geoghegan, supplies, February to May.....	24 70
118	Crawford, Marshall & Co., supplies, February to May.....	85 70
119	Bluerock & Sons, supplies, February to May.....	79 90
120	A. R. Burt, supplies, February to May.....	7 60
121	Mr. Slocum, supplies, February to May.....	12 88
122	John Jaggy, rent, February to May.....	60 00
123	Thurston Daniels, printing, July.....	21 75
124	John A. Tracy, services, watchman, August 9.....	15 00
125	James Mathews, services, August 13.....	9 50
126	H. A. Elwell, cow, August 23.....	30 00
127	James Watson, supplies, August 31.....	9 00
128	Sarah Mathews, services to August 31.....	10 40
129	Marsh & Actison, supplies.....	2 75
130	L. C. Palmer, lumber.....	10 00
131	J. J. Wintler, merchandise.....	4 85
132	W. T. Burnett, labor and supplies.....	27 50

DISBURSEMENTS—CONTINUED.

No. of
Voucher.

1887.

133	G. H. Young, supplies,	\$7 75
134	Thurston Daniels, printing	4 00
135	G. H. Daniels, labor and supplies,	104 97
136	Walla Walla Statesman, printing	20 00
137	Bluerock & Sons, meat,	82 75
138	Gridley & Whitney, furniture	18 25
139	Mr. Burt, fish	5 25
140	John Jaggy, merchandise,	4 00
141	John Jaggy, rent	120 00
142	C. R. Watson, teacher,	60 00
143	Mrs. C. Watson, matron and teacher,	120 00
144	Ada Westhoff, cook,	59 17
145	Prof. James Watson, director	300 00
146	O. Probstel, hay	15 84
147	Vancouver Transportation Co.,	3 30
148	Jacob Probstel, oats	4 95
149	A. B. Gilmore, oats,	13 50
150	James Watson, sundries,	60 21
151	Lee S. Kee, straw	9 00
152	Prager Bros, merchandise,	1 90
153	J. D. Geoghegan, merchandise	167 66
154	Mrs. S. Matthews, labor,	14 95
155	G. W. Coulter, labor,	10 13
156	Potts & Zeck, lumber,	31 65
157	S. S. Smith, hay	19 89
158	S. S. Smith, hay	15 25
159	John Mathews, cutting and hauling wood,	39 45
160	Henry Christ, supplies,	15 25
161	J. D. Geoghegan, merchandise,	146 32
162	C. N. Briggs, services,	3 00
163	Burt & Lewis, fish and game,	2 45
164	C. R. Watson, teacher,	20 00
165	Mrs. C. Watson, teacher,	40 0
166	Mrs. S. Matthews, labor	9 25
167	Ida Betzing, cook,	25 00
168	Prof. James Watson, director,	75 00
169	Marshall & Actison, horseshoeing services,	2 00
170	G. H. Daniels,	4 00
171	Bluerock & Sons, meat,	31 52
172	James Watson, supplies,	59 75
173	G. H. Young, milk,	1 25
174	J. D. Geoghegan, merchandise,	101 01
175	Mr. F. E. Randall, services,	5 00
176	John Jaggy, rent,	20 00
177	C. N. Briggs, horse hire	10 50
178	John Jaggy, rent	40 00
179	John Jaggy, merchandise	3 40
180	C. W. Cushing, material and labor,	2 40
181	J. D. Geoghegan, merchandise	238 77
182	James Waggener, school supplies,	5 15
183	Burt Bros, fish,	4 03
184	Gridley & Whitney, furnishings,	23 00
185	J. J. Wintler, supplies,	2 50
186	J. J. Beeson, printing and supplies	7 50
187	J. T. Wood, cutting wood,	40 00
188	Mary Goodenough, cook,	50 00
189	Mary Joyce, laundress,	33 60

DISBURSEMENTS—CONTINUED.

No. of
Voucher.

1887.

190	Bluerock & Sons, milk.....	\$17 80
191	Mrs. C. Watson, teacher.....	116 60
192	John Asheroft, teacher and supervisor.....	50 00
193	Prof. James Watson, director.....	166 67
194	Prof. James Watson, director.....	41 66
195	James Watson, sundry supplies.....	42 85
196	Bluerock & Sons, meat.....	64 65
197	Bluerock & Sons, meat.....	82 82
198	John Jaggy, rent.....	60 00
199	James Jamison, hay.....	20 78
200	Burt Bros., fish.....	1 75
201	John Asheroft, teacher and supervisor.....	150 00
202	Mrs. C. Watson, teacher.....	175 00
203	Prof. James Watson, director.....	283 33
204	Mary Joyce, laundress.....	26 00
205	Mrs. Mittman, labor.....	8 00
206	J. K. Gill & Co., school supplies.....	3 34
207	Sau Ah Nam, cook.....	62 50
208	Mrs. Bullakrist, laundress.....	5 85
209	G. H. Young, milk.....	11 55
210	James Waggener, school supplies.....	5 10
211	D. Wall, medicines and merchandise.....	6 55
212	G. H. Daniels, supplies and labor.....	3 95
213	Marsh & Actison, supplies.....	9 50
214	Bluerock & Sons, milk.....	34 20
215	J. D. Geoghegan, merchandise.....	249 73
216	James Watson, sundries and supplies.....	15 42
217	J. D. Geoghegan, supplies.....	44 17
218	Marsh & Actison, supplies and labor.....	9 25
219	John Jaggy, rent.....	60 00
220	Gridley & Whitney, furniture and furnishings.....	36 30
221	Bluerock & Sons, meat.....	15 75
222	Vancouver Independent, printing and supplies.....	25 00
223	C. W. Cushing, labor and supplies.....	6 25
224	Mrs. Wise, merchandise.....	36 36
225	Statesman office, printing proposals for supplies.....	25 00
226	J. A. Snodgrass, recording bond.....	1 50
227	J. K. Gill & Co., school apparatus.....	4 50
228	Walter Bros., merchandise.....	3 20
229	James Watson, sundries and supplies.....	30 35
230	Mrs. C. Watson, teacher.....	208 00
231	Prof. James Watson, director.....	241 06
232	Sau Ah Hong, cook.....	75 00
233	G. H. Young, supplies and labor.....	13 33
234	J. J. Healy, supplies and labor.....	6 15
235	J. Asheroft, teacher and supervisor.....	25 00
236	J. H. Fletcher, fruit and vegetables.....	21 55
237	Sam Hong, cook.....	9 16
238	Perkins' Institution for the Blind, supplies.....	8 35
239	Maggie Zimmerman, laundress.....	30 00
240	E. H. Currier, car trumpet.....	13 60
241	John McCarty, wood.....	25 00
242	John Thomas, wood.....	20 00
243	Mah Bing, cook.....	13 00
244	Manuel Paine, labor.....	15 00
245	J. Williams, school books.....	10 60
246	J. K. Gill & Co., school supplies.....	2 10

DISBURSEMENTS—CONTINUED.

No. of
Voucher.

1887.

247	Gridley & Whitney, merchandise.....	\$16 50
248	James Waggener, school-room supplies.....	3 90
249	J. H. Fletcher, vegetables and fruit.....	74 82
250	C. O. Dantzer, teacher.....	35 00
251	Mrs. C. Watson, teacher.....	225 00
252	Prof. James Watson, director.....	250 00
253	Louie Chong, cook.....	17 00
254	D. Wall, supplies.....	3 30
255	G. H. Daniels, tinware.....	10 10
256	J. J. Wintler, supplies.....	4 00
257	N. Geoghegan, cow and calf.....	10 00
258	H. Christ, butter and feed.....	77 76
259	S. D. Durgan, hay and straw.....	25 00
260	W. D. Groat, hay.....	23 00
261	G. H. Young, milk.....	26 43
262	Mrs. Wise, merchandise.....	23 32
263	T. Daniels, printing and supplies.....	15 00
264	J. D. Geoghegan, merchandise.....	76 97
265	J. K. Gill & Co., school supplies.....	5 00
266	Crawford, Marshall & Co., merchandise.....	69 75
267	Blucrook & Sons, meats.....	61 03
268	James Watson, sundry supplies.....	72 25
269	Dr. J. R. Smith, professional services.....	12 50
270	Burt Bros., fish.....	3 62
271	Marsh & Actison, horseshoeing.....	2 75
272	John Jaggy, rent.....	60 00
273	Dr. Hepburn, medical services.....	12 00
274	W. M. Ladd, cow.....	65 00
275	L. M. Hidden, feed.....	10 90
276	J. M. Fletcher, fruit and vegetables.....	60 10
277	James Waggener, school supplies.....	5 90
278	G. H. Young, feed.....	2 00
279	Crawford, Marshall & Co., merchandise.....	40 33
280	H. Christ, butter and feed.....	88 65
281	Mrs. Wise, Merchandise.....	43 23
282	Burt Bros., fish.....	9 20
283	L. M. Hidden, feed.....	10 40
284	J. Jaggy, merchandise.....	1 75
285	John Cran & Co., merchandise.....	4 40
286	Gridley & Whitney, supplies.....	3 85
287	Sohns & Schule, merchandise.....	3 50
288	Walter Bros., merchandise.....	13 75
289	G. M. Parker, furniture.....	10 00
290	J. K. Gill & Co., books.....	6 30
291	James Watson, sundry incidentals.....	10 47
292	Lou Chong, cook.....	90 00
293	Blucrook & Sons, meat.....	81 00
294	J. Jaggy, rent.....	60 00
295	D. Wall, supplies.....	4 90
296	Gridley & Whitney, merchandise.....	12 00
297	Mrs. Ullache, laundry.....	21 46
298	C. O. Dantzer, teacher and supervisor.....	105 00
299	Mrs. C. Watson, teacher.....	225 00
300	Prof. James Watson, director.....	250 00
301	J. D. Geoghegan, merchandise.....	131 91
302	Marsh & Actison, labor and supplies.....	13 50
303	John Miller, labor and supplies.....	22 00

DISBURSEMENTS—CONTINUED.

No. of
Voucher.

1887.

304	J. J. Healy, supplies.....	\$10 90
305	Dr. J. R. Smith, professional services.....	2 50
305 ¹ ₂	Jos. A. Oliver, horse.....	100 00

Total disbursements.....\$13,567 49

Total receipts (as per exhibit "A")..... 13,677 47

Balance in treasury..... \$109 98

Auditor's report Washington School for Defective Youth.

ALEXANDER J. COOK,

Auditor.

EXPLANATORY NOTE.—The treasurer's account shows an actual cash balance to credit of the school of \$53.04 more than the amount shown by the foregoing statement of receipts and disbursements, to wit: \$163.02. We presume that this surplus in the treasury has arisen from charitable gift or gifts received and placed in the treasury by the former disbursing officer, who failed to record the same upon his cash account of receipts.

EXHIBIT "B."

REAL AND PERSONAL PROPERTY.

School building (\$30,000) and grounds (\$10,000).....	\$40,000 00
One horse.....	150 00
Two cows.....	125 00
Fowl.....	6 00
One wagon.....	70 00
Spades, shovels and rakes.....	10 00
Axes and wood saws.....	15 00
Tools.....	5 00
One pair scales.....	6 00
One cooking range.....	10 00
Crockery, cutlery, glass and tinware.....	40 00
One laundry stove.....	10 00
Heating stoves.....	20 00
Tubs, washboards and wringers.....	10 00
Baskets, brushes, brooms and mops.....	6 00
School desks.....	90 00
School blackboard.....	3 00
Lot of cane-seated chairs.....	8 00
Lot of cane rocking chairs.....	1 00
Lot of cane arm chairs.....	6 00
Lot of chairs with perforated seats.....	20 00
Lot of common chairs.....	20 00
Lot of bureaus.....	15 00
Lot of dressing tables.....	11 00
Lot of mirrors.....	6 00
Lot of bedsteads (fir).....	16 00
Two bedsteads with spring and wool mattresses.....	32 00
Lot of spring and wool mattresses, combined.....	24 00
Lot of spring mattresses.....	24 00
Lot of tables.....	12 00
Lot of lamps.....	14 00
Lot of napery.....	10 00
Lot of bed-linen, bedding and towels.....	120 00
Lot of bed room ware.....	10 00
Total.....	\$40,958 00

REPORT OF THE DIRECTOR.

May 30th, 1888.

To the Board of Trustees of the Washington School for Defective Youth:

GENTLEMEN: As required by law, I have the honor to present to you the third annual report of this school.

During the year there have been twenty (20) pupils in attendance, of whom nineteen (19) were deaf mutes and one (1) a blind youth. Of this number twelve were males and eight females.

HEALTH.

I am pleased to record that the health of the pupils has been excellent, and although measles assumed an epidemic form throughout the city and country, we happily escaped. To the order, regularity and regime observed by the pupils, and to the perfect neatness, cleanliness, good ventilation and attention to diet and hygienic laws, may be largely attributed this satisfactory state of affairs. The ample space afforded for healthful recreation within the school grounds where the air is pure and invigorating, and the encouragement of the pupils to participate in out-door exercises, were also important factors in maintaining the good standard of health.

THE DEAF BEFORE INSTRUCTION.

There are dispensations in the providence of an omniscient God which from a human standpoint seem robed in mystery. Why a child should be born deaf, and consequently casting a life-long shadow upon the domestic circle, when hearing seems so indispensable to his success in life, is a question to which reason can give no solution, and humanity no answer. Still is it not a great comfort to the parents of such a child to know that their afflicted one can, in a great measure, be restored to society; that deafness is not a bar to education; and that within each state in our country there are well-equipped schools especially set apart for the instruction of their deaf

children. We are accustomed, and not without reason, to consider deaf mutes before instruction as occupying a low plane in the scale of intellectual beings, yet in some most important particulars these "children of silence" afford, by their conduct, an example which might be followed with advantage by their more fortunate brothers and sisters. Rarely and richly are mingled in them the best elements in human nature, their crowning distinction being love for their parents and relations. The lack of education is the only bar which prevents the deaf from mingling in society. Nature reasons and christianity recognizes no other. Being deprived of one of the most important senses, the mind of the deaf child becomes, to a certain extent, isolated; receives nothing; is cut off from taking its share in that community of thought, and therefore cut off from that spontaneous education which goes on in the early years of the hearing child. The mind of the individual who is thus denied by nature this great power of drinking in the thoughts of others, must of necessity lack nourishment. Into what an inconceivable state of dullness and mental darkness are they sunk, whose avenue to knowledge is sealed. The machinery of the mind is clogged, having never been set in motion, and their memory dormant for want of exercise. It is a supreme law, illustrated by history, that the social position of the illiterate must necessarily be one of inferiority. This being the case, the education of this class is a question of great moment, and demands the most serious consideration of all who have the welfare of their fellow men at heart. The good results are not capable of being measured or calculated, but may be distinctly apprehended by all who will be at the pains to reflect on the direct benefits of an education to the individual and consequently to the community in which his lot may be cast. We have but to remember what a vast amount of talent and hearty zeal awaits to be fitted for employment, and while remembering these facts it will readily be perceived that nothing but education, moral and mechanical training, will aid them in that progressive march of improvement on which civilization is founded. Professor Crouter, principal of the Pennsylvania Institution for the

Deaf and Dumb, in his last annual report, says: "Deafness in early life is a great, a lasting misfortune: mentally considered, a greater misfortune than blindness. It most effectually closes the mind to those earlier impressions of childhood which goes so far to mould a perfect manhood; it debars its victims from that richer intellectual development that is acquired through the sense of hearing; it makes the acquisition of knowledge a most difficult and laborious operation; so difficult and laborious that the closest application, the best instruction, the most constant and loving attention are required to the attainment of moderate success."

This being the condition of the deaf, it is evident that they are not capable of making rapid strides in the acquisition of knowledge. Only those who have been actually engaged in the work of the school-room can form any just conception of the amount of labor involved in bringing the deaf child up to that point of proficiency in verbal language that a hearing child will have acquired before he enters a school. Many are born deaf, and, consequently, are always dumb, unless taught to speak by observing and imitating the vocal organs in uttering words. Many, too, become deaf after acquiring speech, and if this affliction occurs in childhood's years earnest efforts must be made by those about him to perpetuate the remembrance of the sounds the child had learned, otherwise he will surely forget them and become dumb.

The Abbe de l'Epee, a Roman Catholic priest in France, was the first to introduce a system for the purpose of giving instruction to those thus afflicted. He proceeded upon the fact that the written form of the word was to the speaking child the symbol of an idea and that speech was the intermediate link between the idea and the symbol. Consequently, he argued, a gesture or sign must fulfill a like office for the deaf and dumb.

The second system was that of Baron de Gerando, who arrived at the conclusion that by sight alone could the deaf be taught the meaning of the words, and to attach their ideas to its written form.

Another system, the German, discarded gestures and dactylogy altogether. The pupils were taught to associate their ideas with the words by observing the mode in which the lips were placed by a speaking person when talking. Rev. De Gallandet, the pioneer of deaf-mute education in this country, introduced the system of signs, believing that language by gesture was the vernacular and that it belonged to them by natural affinity.

SYSTEM OF INSTRUCTION PURSUED.

The system of instruction pursued here is similar to that which is employed in nearly all schools for the deaf on this continent, namely, the combined method. This is a system which is sufficiently elastic to embrace what is thought best of all known methods, and it is applied for the advancement of our various classes of children placed under our care.

Signs are used sparingly in class-room work, and then only as a means to an end—the end being the accomplishment of a correct understanding and use of written language. We require the pupils, as far as possible—when they make inquiries, when they express their wants to teachers and officers, and even when conversing with each other—to use dactylogic or written language. By so doing they become familiarized with the order of words and with various idiomatic forms of expression, which should be the grand aim of any and all systems of deaf-mute instruction. The chief object in imparting a good education is not the storing of the mind of the pupil with a certain amount of knowledge, but the training of the mind to keen observation and sustained activity. Educational results are only reached when the mind is trained accurately and with sustained energy to perform its functions of observation, reasoning and memory.

It requires time for the mind of the deaf mute to discriminate correctly. Their attention and memory must be repeatedly exercised upon each lesson in order to bring the mind up to any proper discernment of the task before them. To accomplish this result, teachers of primary, as well as advanced classes, should be thoroughly conversant with the

natural language of the deaf—the sign language—as they are then in a position to present instruction in such a manner as shall be most readily understood by the pupils. Otherwise, their education will be mechanical in its nature and disappointing in its results. The novice is not capable of training the mind of the deaf child accurately to observe, to remember, nor skilfully to reason. This end is achieved only by placing the pupils, especially the young, in the hands of an experienced instructor, who, like a light-house, sends forth rays of illumination amid the dense intellectual darkness all around.

CLASSIFICATION OF PUPILS.

The nineteen (19) deaf pupils present during the term were divided into four classes. They were graded according to their intelligence and were taught five hours every day of the week, Saturday and Sunday excepted. In addition to this, they studied one and one-half hours every evening under the supervision of the director or one of the teachers. Their studies consisted of history, geography, arithmetic, grammar, penmanship, scripture and language. The great aim has been to make all their studies tend to perfect them in a knowledge of written language, as upon this will depend their success in communicating with their hearing and speaking fellows when they go out from their alma mater into the busy world. The late Professor Storrs struck the key-note, I might say of the whole system of deaf-mute education, when he said that “the great want of the deaf mute is language; this first, this last, and this all the time.”

SCHOOL APPLIANCES.

It is cheering to us to know that the legislature so appreciated our work as to largely increase our appropriation for support. Still it is not sufficient to admit of any portion being diverted from that purpose and used towards supplying school appliances, of which we stand so much in need at present. An appropriation of \$400 could be profitably expended for that object.

ARTICULATION.

The subject of teaching articulation has attracted considerable attention for many years past. This system has been fully tested in many of the older institutions in this country and in Europe. The consensus of opinion regarding it as a means of imparting instruction, by those who have had every opportunity of testing its merits, is that in the case of semi-mutes—those who have lost their hearing from sickness or other cause after having learned to speak—every effort should be put forth to improve their speech and to carry forward their education in that manner. In all schools for the deaf there is to be found a certain percentage—not a very large one—of the congenitally deaf who can be taught to express their wants in articulate language so distinctly as to be understood by those who are sufficiently interested to lend them a willing and sympathetic ear. At the last, the eleventh convention of American instructors for the deaf, held at the California Institute in 1886, the following resolutions, touching the utility of the various methods of instruction, were unanimously passed:

“WHEREAS, The experience of many years in the instruction of the deaf has plainly shown that among the members of this class of persons great differences exist in mental and physical conditions and in capacity for improvement, making results easily possible in certain cases which are practically and sometimes actually unattainable in others, these differences suggesting widely different treatment with different individuals: it is, therefore,

“*Resolved*, That the system of instruction existing at present in America commends itself to the world, for the reason that its tendency is to include all known methods and expedients which have been found to be of value in the education of the deaf, while it allows diversity and independence of action and works at the same time harmoniously, aiming at the attainment of an object common to all:

“*Resolved*, That earnest and persistent endeavors should be made in every school for the deaf, to teach every pupil to

speak and read from the lips, and that such efforts should be abandoned only when it is plainly evident that the measure of success attained does not justify the necessary amount of labor."

We have in our school seven (7) pupils who have received instruction in articulation and lip-reading. Nearly one hour each day was devoted to this branch, and the results are most gratifying. These pupils are required, as far as they can do so, to answer and ask all questions orally when engaged in the regular classes with the other pupils. We shall, no doubt, always have a certain number under instruction who should receive daily exercise in this special branch, with the view of enabling them to retain whatever speech they may possess, and also to improve and add to their knowledge of spoken language. To accomplish this, and so to carry out to the fullest extent the spirit of the foregoing resolution, it will be necessary, as soon as circumstances permit, to employ a teacher who shall devote his whole time to this work.

BLIND DEPARTMENT.

A department for the blind has been added this term. Although we were not in just such a position as we would wish for the reception of this class, still we felt that as the parents of the youth who has been in attendance were so exceedingly anxious that he should enter upon his studies, and as no provision was made by the territory elsewhere, we felt constrained to give him the benefit of such advantages as we could furnish with the means at our disposal. In this connection we would express our heartfelt thanks to Dr. Anagnos, the able superintendent of the Perkins' Institute for the Blind, Boston, Mass., for the very timely and liberal donation of twenty-five dollars' worth of books in embossed type, for use in this department. As evidence of the very satisfactory progress made by this blind pupil, may be mentioned that he has mastered the primer, first, second and third readers, and has been able, too, to derive much pleasure from his ability to read the new testament scriptures, all of which books were included in the above donation. He has been taught to write

legibly and can now express his thoughts in composition and write letters to his parents. A grooved card or tablet, over which the sheet of paper is placed, which keeps the pen or pencil in a straight line and determines the size of the letters, has been a great aid to him in learning this necessary accomplishment. His improved knowledge of history, geography, grammar, arithmetic and scripture may also be referred to.

SOCIAL LIFE OF THE PUPILS.

The work of the school has continued without interruption. The only holiday's given were Thanksgiving day, Christmas and New Year's days, Washington's birthday and Good Friday. On each of these holidays, the latter excepted, amusements were furnished which were participated in by many of the friends of the school. To make the school life of the pupils as pleasant as possible, a social was held in the dining hall on the first Friday of every month, when various games were indulged in for an hour, at the close of which a treat was provided, consisting of candies, nuts and fruit. Upon these occasions the public also favored us with their presence.

EMPLOYMENT OF PUPILS.

During the session the boys were employed before and after school in cutting wood, attending to cattle, gardening, sweeping, etc., while the girls assisted in the general housework. Every pupil is assigned certain work, and is expected to perform it in the best possible manner.

The girls were profitably instructed in needlework. Valuable lessons were given in cutting, sewing, darning, mending. A number of dresses and articles of under-clothing were made for girls who came insufficiently provided.

The marked improvement noticeable, and the ability of the girls to perform such necessary and useful work, warrants us in pronouncing this one of the very valuable departments of school instruction.

RELIGIOUS INSTRUCTION.

Every sabbath forenoon a lecture in sign language has been delivered from a portion of the scripture, and in the afternoon all assembled in the class-rooms for Sabbath-school, the exercises of which were continued one hour. All of these exercises are strictly non-sectarian in their character. When the weather permitted, the pupils were allowed to attend the church designated by their parents, accompanied by an officer of the institution.

TRADES.

In order that we may, with the greatest efficiency, carry out the object for which the school was established, an industrial department should be added to train hand and brain in some kind of handicraft which will render our pupils useful to themselves and enable them to become self-supporting members of society, as far as practicable, so that all, on leaving school, shall be master of some useful occupation or trade.

President Gilman, of the Johns Hopkins University, in a lecture before the Industrial Educational Association of New York, upon manual training as an important factor of education, says in the summing up of his lecture: "Manual training is an essential part of a good education, whether that education be restricted to the common school or carried on to the highest discipline of technical schools and universities."

If it is to the advantage of those youths possessed of all their senses that they should, while acquiring an education, also be instructed in some manual art, is it not of ten-fold greater importance that those deprived of hearing and speech, or of sight, should receive manual instruction with their literary studies? This could be accomplished without in any way interfering with their work in the intellectual department.

There are now six boys attending the school old enough to engage in learning a trade. Shoemaking is as well suited for the present to a majority of our pupils as any other we could adopt. It should be a settled policy of this school, as it is in kindred schools, to train every pupil in habits of useful industry. Printing has been successfully introduced and taught

in nearly all the state schools: also, tailoring, carpentry, cooping and broom-making. This latter, with brush and basket-making and cane-seating of chairs, are suitable for the blind. For the majority of the mutes and the blind, their only reliance for self-support will be upon the trades which they learn at school. Quite a number of deaf, as also blind, people following trades learned at school support not only themselves but also families dependent upon them. In order to carry these views, in a measure, into practical effect, I would respectfully commend to the early consideration of your honorable board the feasibility of introducing the trade of shoe-making at the opening of next session. The dwelling house on the bank of the creek could be utilized for that purpose and would answer every requirement until the removal to the new building.

WATER SUPPLY.

One of the principal requisites of an institution of this nature is an abundant supply of pure, wholesome water, which I am pleased to say we have had during the term. This was secured by enlarging the basin at the spring on the slope of the bank on the north side of the creek, and from which the water was forced through a half-inch pipe by means of an hydraulic ram, to the galvanized iron reservoir in the kitchen, and also into the tanks in the upper part of the building. Although this has given us sufficient for drinking, culinary and other ordinary purposes, it does not afford protection in case of the building taking fire, should such a calamity overtake us. Owing to the combustible nature of the building, the lack of proper fire appliances and the fact that during the cold weather we are compelled to have so many fires in stoves and open grates, a great deal of anxiety is caused. I would express the hope that during the cold season of next session a night watchman will be employed, whose duty shall be to visit the various parts of the building at stated intervals, and thereby reduce the danger as far as possible. Fire escapes have been placed, leading to the ground from the windows of the dormitories occupied respectively by the male and female

pupils. These offer a ready means of exit in case of an emergency.

CHANGES IN STAFF.

In January, Mr. C. R. Watson, who filled the position of assistant teacher and supervisor of boys, resigned to accept a position as teacher in the Montreal school. Prof. John Ashcroft, a successful teacher of several years' experience in the Mackey Institution for the Deaf, was appointed to the vacancy and proves himself a skillful and acceptable help.

NUMBER OF DEFECTIVES IN THE TERRITORY.

With the view of ascertaining the number of deaf, blind and feeble-minded in the territory, letters were sent to the school superintendents of each county, requesting a list of the names of the teachers in their respective inspectorates, which was freely given. I then sent each teacher a circular of inquiry as to the number of defective youths in their school district, inclosing a stamped envelope, addressed to myself, for reply. In this way I learned of the whereabouts of fifteen (15) deaf mutes, three (3) blind and eighteen (18) feeble-minded. These returns, I have every reason to believe, do not represent the correct number of defective children in the territory, as I have recently been informed of others and received applications for the admission of some of them. As schools are kept open in many districts only a few months of the year, teachers leave for other states or enter other occupations, therefore no returns were received from these places. Indeed, quite a large number of circulars were returned bearing the information that the party addressed had left that part of the country. For the aid received from superintendents and teachers, I desire to express my thanks.

NEW BUILDING.

In accordance with a resolution of your honorable board, passed at an adjourned meeting in November last, your director, with the matron and six of the students, at the request of the president of the legislative council, the Hon. the

Rev. Dr. Thompson, visited the capitol, where an exhibition of the attainments of the pupils was given on the floor of the house, in the presence of both branches of the legislature. At the close of the exhibition, and upon the re-assembling of both houses, a committee consisting of Hon. Messrs. Barker and Hawley of the legislative council, the Hon. Messrs. Forest, Stevenson and McMillan of the legislative assembly, was appointed to visit the institution and inspect the premises now occupied, as well as to visit any other sight which might be offered in or around this city, with a view to the erection of new buildings thereon for the school, and report upon the re-assembling of both houses after the Christmas holidays. The committee referred to, in company with members of the board of trustees and other citizens, visited the school on the morning of December 24th and inspected the grounds and buildings, and also visited the class-rooms to witness the exercises of the pupils. They all expressed their hearty sympathy with the work being done, and intimated that any appropriation of the public funds for the erection of suitable buildings for the deaf and dumb, the blind and feeble-minded, would receive their most hearty support.

As the result of the report of the honorable gentlemen of the committee, I am pleased to record that both houses of the legislature unanimously voted the sum of thirty thousand dollars (\$30,000) for the erection of new buildings upon a site overlooking the Columbia river and within easy distance of the city. In this connection I may state that His Excellency Hon. Eugene Semple, governor, appointed as building commissioners Colonel Shaw, Messrs. J. D. Geoghegan and J. J. Healy. These gentlemen adopted a plan of buildings drawn by O. M. Hidden, esq., architect, Detroit, Mich., who embodied in his plan practical suggestions by the director, and awarded the contract on May 24th for the erection of the same to A. E. Mason, esq., who began operations on the following Monday.

EXHIBITIONS AND EXAMINATIONS.

Exhibitions of the proficiency of the pupils were held in the city hall, Olympia, McMaster's hall, Lacamas, and in

Marsh's theater in the city. Large attendances greeted us at all of these places, and showed their appreciation by warm manifestations of applause. The press of each city was represented on these occasions and published very gratifying reports in the next issue of their papers.

The written examination, held just prior to the close of the term, serves to show that the pupils had been attentive and studious during the session and have made excellent progress in the various subjects taught. The teachers have reason to congratulate themselves upon the very gratifying results of the year's work, which evidence thorough, well-directed and successful efforts on their part.

PUPILS IN ATTENDANCE, 1887-88.

<i>Name.</i>	<i>Post Office Address.</i>	<i>County.</i>
Adams, John.....	Franklin	King.
Adkins, Robert.....	Vancouver	Clarke.
Brown, Lee.....	Dayton	Columbia.
Graignie, Francois.....	Waldron.....	San Juan.
Price, Edmund.....	Seattle.....	King.
Rector, Osbert.....	Farmington	Whitman.
Smith, Henry.....	Battle Ground.....	Clarke.
Wade, Alexander.....	Montesano	Chehalis.
Wade, Elijah.....	Montesano	Chehalis.
Wade, Marshall.....	Montesano	Chehalis.
Woods, Nelson.....	Snohomish.....	Snohomish.

GIRLS.

Adkin, Minnie.....	Vancouver	Clarke.
Evans, Sarah.....	Ellensburg.....	Kititas.
Hankin, Carrie.....	Toledo.....	Lewis.
Holecomb, Lydia.....	Lacamas.....	Clarke.
Settum, Lena.....	Squak.....	King.
Sinclair, Melissa J.....	Tilton.....	Lewis.
Wade, Clara M.....	Montesano	Chehalis.
Wade, Virginia.....	Montesano	Chehalis.

ACKNOWLEDGMENTS.

It affords me very much pleasure to acknowledge the receipt of the sum of twenty-five (\$25) dollars from the Rev. M. D. Wilson, rector of St. Luke's church, Vancouver, contributed by the "Women's Guild" of that church, and designated as a nucleus of a fund to be called the "library fund." It is gratifying to receive gifts for such a purpose, as it indicates correct apprehension and appreciation of the work for

which the school was founded. We would express the hope that such a good example will be followed by others.

Dr. J. Randolph Smith has been most kind and prompt in attending gratuitously to the ailments of the children when they demanded his attention. His skillful treatment quickly allayed anxiety, and sincere thanks are due to him for his cheerful response to calls made upon his valuable time.

Sincere thanks are also due, and are hereby tendered to —

The superintendent of the Olympia and Chehalis Valley Railway for free passage to the director and several pupils on that line, on the occasion of a public examination in Olympia.

To Captain Gray, steamer Lurline, for free return trips to pupils from Vancouver to Portland.

To Mr. and Mrs. A. Cook, for valuable Christmas gifts to the pupils; also fruit and other favors.

To the "Women's Guild," of St. Luke's church, for valuable Christmas gifts.

To Miss Maggie Jaggy, for invitations to pupils to an entertainment.

To Messrs. S. Durgan, J. D. Geoghegan, Rev. R. Parker, Hon. L. Sohns, Capt. Hasson and Mrs. A. D. Wintler, for favors in the shape of drives, candies, illustrated magazines and treats to the pupils.

To the proprietors of the following newspapers, for free copies of their respective publications:

<i>Name.</i>	<i>Where Published.</i>
The Walla Walla Statesman	Walla Walla, W. T.
The Deaf Mute Journal	New York, N. Y.
The Mirror	Flint, Mich.
The Ranger	Austin, Tex.
The Juvenile Ranger	Austin, Tex.
The Companion	Fairbault, Minn.
The Tablet	Romney, W. Va.
The Bulletin	Frederick, Md.
The Kansas Star	Olathe, Kan.
The Wisconsin Times	Delavan, Wis.
The Mute's Chronicle	Columbus, Ohio.
The News	Berkely, Cal.
The Sign	Salem, Oregon.
The Advance	Jacksonville, Ill.
The Voice	Jackson, Miss.
The Kentucky Deaf Mute	Danville, Ky.

To the various institutions throughout America for copies of their annual reports.

In conclusion, gentlemen, I desire to acknowledge my indebtedness to you as members of the board of trustees, for your hearty co-operation and assistance in carrying out the work of the school. To your suggestions, advice, sympathy and ready help may be largely attributed the successful accomplishment of the purposes of the school during the year that has just closed.

Respectfully submitted,

JAMES WATSON, *Director.*

REPORT OF THE DIRECTOR.

May 29, 1889.

To the Board of Trustees of the Washington School for Defective Youth:

GENTLEMEN: In compliance with the law governing this school, I have the honor to submit the fourth annual report for the year ending May twenty-ninth, one thousand eight hundred and eighty-nine.

The number of pupils in attendance during the term was twenty-six (26). Of these, seven have been new pupils, received for the first time. With two exceptions, none of them had ever attended any similar school. One pupil, who was in delicate health when he entered, was, on account of continued and increased illness, returned to his home in mid-term, leaving twenty-five pupils in actual attendance at the close of the session. In addition to the new pupils admitted, applications from three others were received and admission granted, but the term of school being within nine weeks of closing, and as their homes are a considerable distance from here, their parents decided not to incur the expense of travel until the opening of the next session.

We have heard of others (deaf mutes) of school age, to whom blank forms of application have been sent, but no returns have yet been received. In this connection it may be remarked that it is impossible to arouse some parents to a sense of their duty towards their unfortunate offspring, owing to mercenary or sentimental reasons: they will not avail themselves of the generous provision which has been made by the state for the education of their children. To meet such cases, it is to be hoped that the next legislature shall enact a law calling for the compulsory education of all the defective youths between the ages of seven and twenty-one years resident in the state.

The health of the school throughout the year has been uniformly good. We had an epidemic of mumps, from which

all but two of the pupils suffered. The youth who was first taken down had been exposed to the disease shortly before leaving his home. In our present crowded quarters it was impossible to isolate the initial case, but when we occupy our new building with the much additional room, we can more readily guard against epidemics of any nature.

I am, however, glad to state that through the kind and competent care of our efficient physician, Dr. J. Randolph Smith, all recovered without any evil effects remaining. With the exception of the above, and a few cases of sore throat consequent upon the sudden atmospheric changes during the month of March, and also a few cases of temporary derangement of the digestive organs, the pupils have been able to attend to their daily routine of duty.

To the varied, good and substantial diet, well cooked and well served, together with the perfect sanitary condition of the building and its surroundings, as well as abundant exercise by the pupils in the open air, both before and after school hours, may be attributed our great immunity from illness.

During the prevalence of smallpox last winter in the city of Portland, Oregon, seven miles distant, preventive measures were taken to ward off the danger of infection, should that loathsome disease make its appearance in our city, by having every officer, pupil and employee vaccinated.

The system of instruction pursued in the school is the same as was reported last year—the combined method. The pupils spend five hours a day of five days of the week in the class-rooms, and also two hours in study every evening under the supervision of the director or one of the teachers. The progress of the pupils in the literary department has indeed been most satisfactory throughout the term. Although the number of our pupils is comparatively small, still there are almost as many grades as would be found in a very much larger institution. This diversity of attainments has involved a very much greater amount of labor upon the teachers than if teacher had only one class, and all the pupils of the same grade. Again, owing to lack of accommodation, it has been

necessary for the instructors to use the same school-room for nearly all their class exercises, much to the inconvenience of all concerned. However, in spite of these difficulties existing throughout the term, the results at the regular written examination of the various classes during the past week were very gratifying, reflecting credit upon both teachers and pupils.

Instruction in articulation and lip-reading was given to a class of eight pupils one hour each day, in addition to which they were required, when in their regular classes under a hearing teacher, to recite their lessons orally as far as they were able to do so. The advancement made by each individual member of the class has been so marked as to justify us in devoting more time to this important branch of instruction during the ensuing session.

The class of blind pupils was not increased this term, although we had some applications for admission. The youth who had received the benefits of the school last year was re-admitted this term. He has made commendable progress in his studies, embracing reading, geography, mental arithmetic and penmanship. It is impossible to extend the advantages of the institution to a number of this class of children and to do them that measure of justice, educationally and otherwise, to which they are entitled, until we are in a position, financially, to employ a special teacher for that department.

For certain hours each day, both before and after school, the boys are engaged in sweeping, dusting, etc., in their own part of the building, and also in cutting stove wood, attending to the fires when necessary, keeping the premises in order, and caring for the stock. Outside of school hours the girls employ their time in sewing, knitting, crocheting, dressmaking, repairing their clothes and in fancy work. They are also required to keep their own apartments clean and tidy and to assist in the general housework. We regard the industrial training of these children of almost—yes, we may say of as great importance as their instruction in the class-room. The necessity of training the deaf mute in the acquirement of some industrial trade was well expressed by one writer on the subject, when he said that “The object of establishments of this

kind is to benefit the deaf mute. It is to relieve him of his two-fold misfortune—of ignorance and dependence. He can and he ought to be freed from both. The philanthropy which would teach him to labor and leave his mind in darkness is easily seen to be short-sighted and imperfect. Equally mistaken is the philanthropy that would enlighten his mind and restore him to the instincts of a cultivated being, and then turn him loose upon society without the means of self-support, to beg, steal or starve, as fortune may favor him, or at least to become a pensioner upon the charity of others.” All that has been said in the above extract, will apply with equal force to the blind. We regret that your honorable board was not in a position during the term just closed, owing to the meagre maintenance appropriation, to carry out the recommendations made by the director in his last annual report, touching the introduction of trades. It is to be hoped that at the opening of the next term, steps shall be taken to introduce some handicraft trade for the boys, both to the deaf and the blind, and thus place within their reach the opportunity of fitting themselves to earn an independent livelihood after leaving school. During the session we have endeavored to make the school-life of the pupils pass pleasantly. On the evening of the first Friday of every month, an entertainment was held in the school-room, in the form of a pantomime, varied with “scenes from the shadow land,” and different kinds of games, etc. The social gatherings were a source of much pleasure and enjoyment to all. Refreshments were always served at the close, consisting of confectionery, nuts and fruits.

Believing as we do, that no educational institution is accomplishing the highest good of the children committed to its care unless sound moral and religious instruction is at all times inculcated, we have endeavored by lectures on some passage of scripture every Sabbath day, and by Sabbath-school instruction, to train our pupils to obey God, and keep his commandments, so that they may grow up to be men and women who shall, when school days are past and they have gone forth to take their part in the busy scenes of life, not only be a credit to their alma mater, but a blessing to their families and to the

community in which their future lot may be cast. It may be here stated that no sectarianism is allowed to be taught in the school. The religious belief of the parents of each and every child is respected and each pupil is advised to join the church to which its parents belong just as soon as he can be admitted to its membership.

Before the opening of the term, Mr. John Ashcroft resigned his position as teacher, to proceed to Victoria, British Columbia, to open a school similar to this at that place. Mr. J. C. Watson, who had considerable experience in the work, was appointed to the vacancy, but after the expiration of a few weeks he sent in his resignation in order to go to Manitoba, Canada, where he now holds the position of superintendent of the Provincial Deaf and Dumb Institution, located at Winnipeg. Mr. C. O. Dantzer, a graduate of the Indian Institution and of the National Deaf Mute College, was appointed to the vacant position.

During the term we utilized the water of the spring, to which reference was made in the last annual report. The quality is of the best and the supply unfailing.

The two milch cows which were purchased last autumn, afforded the pupils an abundant supply of excellent milk during the year.

It affords me much pleasure to report that the contractor expects to have the new building completed, to the extent of his present contract, early in July. As we shall open the next term of school in the new premises, and as we have reason to believe with an increased attendance, it will be necessary to purchase some additional furniture, as well as to renew some of that which is now in use. I would recommend that iron bedsteads be procured to take the place of those in both the boys' and girls' dormitories. They have become so rickety, being of wood and of a cheap grade, that it is almost impossible to keep them together.

We have received the following favors, and our most heartfelt thanks are due to the donors for their kindness:

To Mrs. John Jaggy, for a useful Christmas gift to each pupil.

To "The Ladies' Guild" of St. Luke's church, for a box of nicely selected Christmas presents for the pupils.

To "The Vancouver Dramatic Association," for the sum of forty dollars for the purchase of Christmas presents.

To Mrs. A. E. Wintler, for beautifully selected packets of Christmas cards and books, and also for a generous supply of ice-cream, cake and confectionery at the close of the term.

To Mrs. A. Wise, Hon. J. D. Geoghegan and Hon. Louis Sohns, for generous supplies of candies and nuts.

To Mr. A. Cook, for fruit and confectionery.

To the directors mechanic's fair, Portland, for free admission to the pupils.

To Captain James Gray, for free transportation to the pupils to Portland and return.

To Col. F. J. Parker, for illustrated periodicals.

To the Bureau of Education, Washington, D. C., for copies of reports.

Our thanks are also due to the editors and proprietors of the following newspapers, which have been gratuitously furnished to the school during the year. We trust they shall continue to favor us:

<i>Names.</i>	<i>Where Published.</i>
The Walla Walla Statesman.....	Walla Walla, W. T.
Idaho Free Press.....	Grangeville, I. T.
The Independent.....	Vancouver, W. T.
The Register.....	Vancouver, W. T.
The Partisan.....	Olympia, W. T.
The Deaf Mute Journal.....	New York, N. Y.
The Companion.....	Fairbault, Minn.
The Mirror.....	Flint, Mich.
Texas Ranger.....	Austin, Texas.
The Juvenile Ranger.....	Austin, Texas.
The Tablet.....	Romney, W. Va.
The Bulletin.....	Frederick, Md.
The Kansas Star.....	Olathe, Kansas.
The Wisconsin Times.....	Delevan, Wis.
The Mute's Chronicle.....	Columbus, O.
The News.....	Berkely, Cal.
The Sign.....	Salem, Oregon.
The Advance.....	Jacksonville, Ill.
The Voice.....	Jackson, Miss.
The Kentucky Deaf Mute.....	Danville, Ky.
The Dakota Advocate.....	Sionx Falls, Dakota.
Le Contentx Leader.....	Buffalo, N. Y.

The similar institutions throughout this and foreign countries, for copies of their annual reports.

With sincere thanks to you, gentlemen, for your kind assistance and encouragement during the year, this report is respectfully submitted.

JAMES WATSON, *Director*.

CATALOGUE.

Catalogue of pupils admitted to the institution for the year ending May 29, 1889:

FEMALES.

<i>Name.</i>	<i>Post Office.</i>	<i>County.</i>
Adkins, Minnie B.....	Vancouver.....	Clarke.
Dickinson, Emma.....	Waitsburgh.....	Walla Walla.
Evans, Sarah.....	McCallum.....	Kittitas.
Hanken, Carrie.....	Toledo.....	Lewis.
Henton, Leona.....	Ellensburg.....	Kittitas.
Levy, Editha.....	Roslyn.....	Kittitas.
Lewis, Hattie.....	Farmington.....	Whitman.
Suttum, Lena O.....	Squak.....	King.
Sinclair, Melissa.....	Tildon.....	Lewis.
Wade, Clara M.....	Montesano.....	Chehalis.
Wade, Nancy V.....	Montesano.....	Chehalis.

MALES.

Adkins, Robert H.....	Vancouver.....	Clarke.
Adams, John.....	Franklin.....	King.
Applegate, Harry E.....	Tacoma.....	Pierce.
Brown, Lee.....	Dayton.....	Columbia.
Ewing, William F.....	Walla Walla.....	Walla Walla.
Graignic, Francois.....	Waldron.....	San Juan.
Keelan, John F.....	Roslyn.....	Kittitas.
Prince, Edmund.....	Seattle.....	King.
Rector, Osbert.....	Farmington.....	Whitman.
Smith, Henry.....	Battle Ground.....	Clarke.
Wade, A. M.....	Montesano.....	Chehalis.
Wade, E. E.....	Montesano.....	Chehalis.
Wade, M. G.....	Montesano.....	Chehalis.
Weaver, Earl.....	Ellensburg.....	Kittitas.
Woods, Nelson.....	Snohomish.....	Snohomish.

REPORT.

VANCOUVER, Clark county, Nov. 5, 1889.

To the Legislature of the State of Washington, Olympia, Wash. (through the Governor):

GENTLEMEN: In view of the approaching session of your honorable body, the undersigned have the honor to submit the following report relative to the building of the Washington School of Defective Youth:

Pursuant to the requirements of the acts set forth in chapter forty-five of the laws enacted by the legislative assembly of the Territory of Washington, at its eleventh biennial session, the persons appointed as a board of building commissioners by Eugene Semple, late governor of the territory, namely, B. F. Shaw, J. J. Healy and John D. Geoghegan, met at Vancouver on April 22, 1888, and organized by electing B. F. Shaw as president and J. J. Healy as secretary.

The board unanimously adopted plans of a building, as submitted by O. M. Hidden, architect, large enough to accommodate at least one hundred pupils and the requisite force of employees. A set of plans is transmitted herewith, marked Exhibit "A."

On May 19, 1888, after notice had been inserted in several papers published in the territory (see Exhibit "B") the board received bids from J. T. Goss and W. E. Maxson. The required bidders' bond of Mr. Goss being incomplete, it was returned to him for correction; the bond was not again presented to the board.

On May 23, 1888, the board met and unanimously accepted the bid of W. E. Maxson to erect the main building and partially complete same, so as to meet immediate needs of the institution, for \$29,246.

At the meeting of June 18, 1888, Mr. J. J. Healy stated that he had tendered his resignation as a member of the board of building commissioners, and that Governor Semple had notified him of its acceptance. Mr. Healy then with-

drew, and Mr. Geoghegan was elected secretary in his stead. The vacancy in the board caused by Mr. Healy's resignation has not been filled.

A financial statement is made on Exhibit "C."

A knowledge of the needs of the afflicted inmates of institutions of this character being of prime importance to the commissioners in connection with the construction of the building, and this knowledge being only possible with persons having large experience in the management, care and education of this class of unfortunate children, great pains were taken by the board to consult with and be guided by the judgment and expressed opinions of the director of the school, Professor James Watson, a gentleman who (together with his most estimable and talented wife) has spent his life in caring for deaf mutes. Attention is invited to the letter of Professor Watson, marked Exhibit "D."

The building occupies a commanding position east of the Vancouver barracks, near the city of Vancouver, and the surrounding scenery is of the most attractive character, and, without doubt, tends to educate and elevate the minds of the pupils who, deprived of speech and hearing, are so largely dependent on the sense of sight.

Your commissioners, gentlemen of the legislature of the state of Washington, bespeak your most careful investigation and consideration of the progress of this institution and your wisely liberal grants for the completion of the building and the care of its inmates.

Photographic views of building are enclosed, marked Exhibit "E."

Very respectfully, your obedient servants,

B. F. SHAW, *President.*

JOHN D. GEOGHEGAN, *Secretary.*

By JOHN D. GEOGHEGAN,

*Secretary of the Board of Building Commissioners Washington School
for Defective Youth.*

EXHIBIT "C."

Financial statement to accompany the report of the board of building commissioners of the Washington School for Defective Youth:

RECEIPTS.

Appropriation, Legislative Assembly, 1887-88.....	\$30,000 00
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DISBURSEMENTS.

No. of
Voucher.

1	O. M. Hidden, architect.....	\$731 15
2	W. E. Maxson, contractor.....	3,150 00
3	W. E. Maxson, contractor.....	3,150 00
4	W. E. Maxson, contractor.....	3,150 00
5	W. E. Maxson, contractor.....	6,300 00
6	Tacoma Ledger, printing.....	10 50
7	Walla Walla Statesman, printing.....	15 00
8	Seattle P.-L., printing.....	17 50
9	Clark County Register, printing.....	15 50
10	W. E. Maxson, contractor.....	3,240 00
11	W. E. Maxson, contractor.....	2,025 00
12	W. E. Maxson, contractor.....	3,245 35
		<hr/> \$30,000 00

I certify that the foregoing is correct,

JOHN D. GEOGHEGAN, *Secretary.*

EXHIBIT "D."

VANCOUVER, WASH., Oct. 31, 1889.

To the Board of Building Commissioners of the Washington School for Defective Youth:

GENTLEMEN: Permit me to say a word expressive of the, to me, gratifying manner in which you have been able, with the small appropriation placed at your disposal, to erect such an imposing, substantial and admirably designed building for the care and education of the defective youth of this state; and also to furnish sufficient to meet the present requirements of the school.

I desire also to express my thanks to you for the hearty manner in which you received and carried out my suggestions regarding the conveniences necessary for the proper carrying on of the work of the school as a home and as an educational institution. This you did in many ways, but I would here refer more especially to the means which you adopted whereby that inestimable boon to a school—an abundant supply of good, wholesome water—was secured. I do trust that the next legislature, the first of our young state, will vote a sum sufficient to carry on to a happy completion the work which has been so well begun by the last legislature of Washington Territory. The building cannot be finished any too soon, as I have already granted admission to applicants, who will, if they present themselves this term, uncomfortably crowd our present apartments. In addition to these, I have heard quite recently of several other deaf-mute children, who will, no doubt, make application for admission at the opening of the next term. On behalf of the "children of silence," I would ask you, gentlemen, when rendering an account of your stewardship to the legislature, strongly to recommend the early completion of the building, and you might, parenthetically, at the same time, give a word of support to their claim for a liberal maintenance appropriation.

Gentlemen, permit me to say that it was with pleasure I received an order on the sixteenth day of July last, from Dr. J. R. Smith, president of the board of trustees of this school, to remove the furniture, etc., from our old quarters to this fine edifice, which order was carried into effect with as little delay as possible. I need scarcely add that the pupils, on their return at the opening of the present term, were delighted beyond measure with the elegant and comfortable home which the state had so generously provided for their use.

In conclusion, I may remark that it has been my pleasure to show a large number of ladies and gentlemen through this building during the first two months, and I am sure it would have been as gratifying to you as it was to me, had you been present, to hear the high encomiums which fell from their lips respecting the substantial and workmanlike manner which marks every detail in the construction of the building.

I am gentlemen, very truly yours,

JAMES WATSON, *Director*.

